 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name:** Ms. Perry **Lesson #:** 5 **Facet:** Interpret  
**Grade Level:** 9-Diploma **Numbers of Days:** 2   
**Topic:**  
Students will be able to evaluate goal setting strategies  
  
**PART I:**  
  
**Objectives**  
Students will understand that decision-making and goal setting are strategies in creating a long term personal health goal  
Students will know the sequence and time line for goal setting; short term goals are small steps towards a long term goal, goals must to SMART, specific, measurable, attainable, realistic and time based  
Students will be able to evaluate goal setting strategies  
  
**Product:**  
Flowchart using Inspiration software.

**Maine Learning Results (MLR)**   
**Maine Learning Results**  
**Content Area:** Health Education and Physical Education  
**Standard Label**: F. Decision-Making and Goal Setting Skills.  
**Standard**: F2 Goal-Setting  
**Grade Level Span:** Grades 9 - Diploma  
Students develop and analyze plan to attain a personal health goal.  
**Performance Indicators:** a  
  
**Rationale:**   
In this lesson students will begin to learn what constitutes an appropriate goal and how to create a plan to achieve that goal.  
  
**Assessments**   
  
**Formative (Assessment for Learning)**  
**Section I – checking for understanding during instruction**  
Circle/Triangle/Square  
  
**Section II – timely feedback for products (self, peer, teacher)**  
Student will self-assess flowchart with the guidance of a rubric**.**  
Students will peer assess a flowchart with a partner of their choice with the guidance of a rubric**.**  
Teacher will assess flowchart using the same rubric**.**  
  
**Summative (Assessment of Learning):**  
  
**Integration**  
**Technology:**   
Inspiration software  
  
**Content Areas:**   
Science and History: Students must use critical thinking skills (science) to determine a logical sequence of events to create a time line (history), starting with their personal health today and moving forward towards a personal health goal.  
  
**Groupings**   
**Section I - Graphic Organizer & Cooperative Learning used during instruction**  
Students will use a time line graphic organizer, at one end will be their health today, the other end will be their health goal, they must fill in the space between today and goal achievement. Students will view others timelines by doing a gallery walk cooperative learning strategy.  
  
**Section II – Groups and Roles for Product**  
Students will be placed in pairs, as chosen when they came into the room and found seat, since desks are set up in pairs.  
  
**Differentiated Instruction**  
  
**MI Strategies**  
**Verbal:** During peer assessment of flowchart students are encouraged to explain how their small steps lead towards goal achievement.  
**Logical:** Students will see that goal achievement is a step by step process through the creation of their time line and flowchart.  
**Visual:** The flowchart should include pictures and diagrams of the events leading to goal achievement.  
**Kinesthetic:** During the gallery walk students will bring paper and pencil with them, while walking by other students time lines, students are encouraged to make note of any element they want to add to their own time line.  
**Interpersonal:** Students will work together during peer assessment of the flowcharts. Providing positive feedback and addressing any areas where the flowchart could be improved.  
**Intrapersonal:** Students will be required to think about their personal health and what they want to improve or enhance about their present health status.  
  
**Modifications/Accommodations**  
**From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)** I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.  
  
**Plan for accommodating absent students:**  
Students are to review the class wikispace class notes. They must complete the timeline graphic organizer as homework, which will be due two class periods after the last day they were absent. Students must also complete the inspiration project, which will be due 5 class periods after the last day they were absent.  
  
**Extensions**  
  
**Type II technology:**  
Inspiration software allows students to create either a visual idea web or a text filled outline and can convert one to the other.  
  
**Gifted Students:**  
The teacher determines what recipes students receive. Gifted students will be given more complex and complicated recipes or extremely simple recipes. Both will require students to think deeper and delve into the recipes to find examples of the SMART goals characteristics within the recipe instructions.  
  
**Materials, Resources and Technology**  
Photo's of recipes  
Recipes  
Smart Goals Handout  
Timeline graphic organizer  
Inspiration project rubric  
Pens or Pencils  
Student laptops  
Inspiration software  
  
**Source for Lesson Plan and Research**  
SMART goals - <http://topachievement.com/smart.html>  
Time line Graphic Organizer - <http://www.eduplace.com/graphicorganizer/>  
Cooperative Learning Strategy - <http://daretodifferentiate.wikispaces.com/file/view/strategies.pdf>  
  
**PART II:**  
  
**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)** Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (3-5 pages)  
  
Classroom Arrangement: Desks are arranged in pairs.  
  
Agenda  
Day One (80 minutes)  
Hook: recipe (10 minutes)  
SMART goals analysis and class discussion (40 minutes)  
Time line graphic organizer (25 minutes)  
Gallery walk (5 minutes)  
Pass in graphic organizer  
  
Day Two (80 minutes)  
Hand back graphic organizer (1 minute)  
Review/ Checking for understanding (14 minutes)  
Inspiration project (50 minutes)  
Peer Review (10 minutes)  
Print and hand in Inspiration project for teacher feedback (5 minutes)  
  
Students will understand that decision-making and goal setting are strategies in creating a long term personal health goal. To successfully get to where we want to go we must have a plan. Implement strategies and analyze progress in achieving a personal health goal. Students will be 'hooked' into this lesson by comparing photographs of appetizing food and the corresponding recipes to goals and the plan (recipe) to achieve the goal.  
**Where, Why, What, Hook, Tailor:** Intrapersonal, logical, visual, verbal and interpersonal  
  
Students will know the sequence and timeline for goal setting; short term goals are small steps towards a long term goal, goals must to SMART, specific, measurable, attainable, realistic and time based. One day one after students have found their recipes they will return to their seats. The teacher will write, in large letters, S, M, A, R, T on the board, tell students they will be doing a brainstorming/discussion activity and ask for 1 student volunteer to be the scribe for letter S. Students are instructed to find an example of a specific instruction within their recipe (see content notes for examples). The scribe will write why that is an example of 'specific'. A new student volunteer will be the scribe for the letter M, always a new volunteer for each letter. Students will be instructed to find an example of 'measurable' instructions in their recipe (see content notes for examples). For 'A, attainable' and 'R, realistic; the teacher will ask if the students have the means to complete this recipe, do they have all the equipment or skills to complete this. The answer will vary due to variety of difficulty of recipes and students experience with cooking. This is to generate discussion on what 'attainable' and 'realistic' means to each student. For the letter 'T, timely' the teacher will ask students for examples of something that is 'timely' in their recipe (see content notes for examples). Students will then be given the time line graphic organizer. At the beginning of the time line students will be instructed to write their current personal health status and the end of the time line students will be instructed to write their personal health goal. Students are encouraged to review their prezi and glogster. Both will have rubrics which will have teacher feedback on it. The prezi has their personal health status and the glogster has their personal health goal. The space between their current personal health status and their personal health goal should contain at least one small step (short term goal). Both the short term and long term goal should be SMART. In the last 5 minutes of class students will participate in a gallery walk to review other students work, they may add to their time line if they choose to. All time lines must be handed into the teacher before students leave. At the beginning of day two students will be given their time lines back that will have teacher feedback on them. Students are to read the SMART goals handout. Once students have finished reading they are to circle something they do not completely understand, put a triangle around they understand really well and put a square around something they agree with. Students will then be given the opportunity to ask clarifying questions. The teacher will collect the handouts to review and use for further instruction during lesson 6.  
**Equip, Explore, Rethink, Tailors:** Logical, verbal, visual, interpersonal and kinesthetic  
  
  
Students will create a flow chart using either Inspiration software to expand on their time line. Between today and goal achievement should be small steps that build towards long the long-term goal. The grading rubric will be provided at the time the assignment is assigned. At least one small step and the long-term goal must follow the SMART goal setting criteria. Students will be placed in pairs, as chosen when they came into the room and found seat, since desks are set up in pairs. Students will each be expected to hand in their own personal time line but they are help each other navigate the software, discuss the assignment and peer review project. In the last 15 minutes students will be instructed to switch chairs with their partners and review each others work with the guidance of the assignment rubric. Once the peer review is complete students can modify whatever they need to, print their flowchart and hand into the teacher. Once the students receive the graded assignment back from the teacher they will be allowed to improve their work and hand it in again within one week.  
**Explore, Experience, Rethink, Revise, Refine, Tailors:** Interpersonal, logical, visual and intrapersonal  
  
Students will be encouraged to redo the project within one week of receiving it back from the teacher to improve their work. Students will both self and peer assess work with their partner using the same rubric the teacher will use to grade the project. Feedback will be provided on students time line graphic organizer. Students will also be using previous assignments (Prezi and glogster) which they received feedback on. From this students will have gained an understanding of the steps, changes and decisions that lead up goal achievement and have gained the skills to evaluate goal setting strategies through analysis of recipes as goal setting plans. This information will be vital for lesson 6 which requires reflection on decision making and for the final assessment for this lesson in which students outline the small steps and decisions leading up to the achievement of a goal.  
**Evauluate, Tailors:** Intrapersonal, interpersonal, visual, verbal and logical.  
  
**Content Notes**   
Students will know…..   
  
Hook: Recipes of foods will be posted around the room. Students will be handed photographs of food as they enter the room and will be instructed to find the recipe that goes with their food. They will be encouraged to talk amongst each other to help find their correct recipe.  
  
SMART discussion/brainstorm examples  
S: Specific  
For example a recipe may call for sea salt, 'sea' being the specific instruction or 'whole wheat' flour.  
M: Measureable  
2 cups, stir no more than 50 times, knead for 10 minutes  
T: Timely  
Stir for 3 minutes, bake for 55 to 65 minutes, cool for 10 minutes  
  
Checking for understanding Circle/Triangle/Square: Students read the SMART goals handout. Students are asked to circle something they do not completely understand, put a triangle around they understand really well and put a square around something they agree with. Students will then be given the opportunity to ask clarifying questions. The teacher will collect the handouts to review and use for further instruction during lesson 6.  
  
  
**Handouts**  
Photo's of recipes  
Recipes  
Smart Goals Handout  
Timeline graphic organizer  
Inspiration Rubric  
  
**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**  
  
**Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.**  
  
**Learning Styles**  
  
**Clipboard:**  
Before completing the inspiration project for this lesson students will create a rough draft, their time lines, which will be handed into the teacher for feedback. This provides clipboard with an experience they can rely on when working on their project. The parameters of goal setting are clearly outlined with the SMART acronym, these precise instructions are intended to benefit students with the clipboard learning style.  
  
**Microscope:**  
The analysis and discussion of SMART goal setting requires students to find supporting evidence of each letter in the SMART acronym, this activity satisfies a microscope learners need for discovery.  
  
**Puppy:**  
Having students evaluate each other work will benefit the puppy learners because of their desire for peer-to-peer tutoring. The checking for understanding strategy requires students to evaluate their own understanding of the topic, if the teacher notices any area where students need further assistance this will be addressed. This will allow for students to feel supported and encouraged.  
  
**Beach Ball:**  
Starting the class with a hook that leads into a discussion of the lessons topic will enable beach ball learners to focus in on the content. The actual analysis and discussion of SMART goal setting is well suited for beach ball learners, since this type of learner enjoys brainstorming.  
  
**Standard 6 - Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.**  
  
**Formative:**  
Students are asked to circle something they do not completely understand, put a triangle around they understand really well and put a square around something they agree with. Students will then be given the opportunity to ask clarifying questions. The teacher will collect the handouts.   
  
**Summative:**  
Students will create a flow chart using either Inspiration software to expand on their time line. Between today and goal achievement should be small steps that build towards long the long term goal. The grading rubric will be provided at the time the assignment is assigned. Students will be placed in pairs, as chosen when they came into the room and found seat, since desks are set up in pairs. Students will review each others work with the guidance of the assignment rubric. Once the peer review is complete students can modify whatever they need to, print their flowchart and hand into the teacher. Once the students receive the graded assignment back from the teacher they will be allowed to improve their work and hand it in again within one week.  
  
**Rationale:**  
By collecting the students Goal Setting handouts, on which they indicated areas they understand and areas they may still need help with, the teacher will use to review and use as a base for further instruction during lesson 6. This lesson includes student, peer and teacher assessment for the final project of this lesson. Students are provided time after each type of assessment to improve their work. This lesson also encourages students to review other project completed in this unit, this will allow for student's own reflection on their work.  
  
**Standard 7 - Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.**  
  
**Content Knowledge:**  
Students will know that decision-making and goal setting are strategies in creating a long term personal health goal. Students will know the sequence and time line for goal setting; short term goals are small steps towards a long term goal, goals must to SMART, specific, measurable, attainable, realistic and time based. Students will know goal setting strategies  
  
**MLR or CCSS:**  
**Maine Learning Results**  
**Content Area:** Health Education and Physical Education  
**Standard Label**: F. Decision-Making and Goal Setting Skills.  
**Standard**: F2 Goal-Setting  
**Grade Level Span:** Grades 9 - Diploma  
Students develop and analyze plan to attain a personal health goal.  
**Performance Indicators:** a  
  
**Facet: Interpret**  
  
**Rationale:**   
In this lesson students will begin to learn what constitutes an appropriate goal and how to create a plan to achieve that goal. Students will be asked to analyze the SMART goal setting strategy by relating it to a recipe, as a plan to achieve a goal, which would be a delectable meal.  
  
**Standard 8 - Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.**  
  
**MI Strategies:**  
**Verbal:** During peer assessment of flowchart students are encouraged to explain how their small steps lead towards goal achievement.  
**Logical:** Students will see that goal achievement is a step by step process through the creation of their time line and flowchart.  
**Visual:** The flowchart should include pictures and diagrams of the events leading to goal achievement.  
**Kinesthetic:** During the gallery walk students will bring paper and pencil with them, while walking by other students time lines, students are encouraged to make note of any element they want to add to their own time line.  
**Interpersonal:** Students will work together during peer assessment of the flowcharts. Providing positive feedback and addressing any areas where the flowchart could be improved.  
**Intrapersonal:** Students will be required to think about their personal health and what they want to improve or enhance about their present health status.  
  
**Type II Technology:**  
Inspiration software  
  
**Rationale:**   
The Inspiration software allows students to create either a visual idea web or a text filled outline and can convert one to the other.  
  
***NETS STANDARDS FOR TEACHERS***  
**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**  
a. Promote, support, and model creative and innovative thinking and inventiveness  
Recipe and food hook.  
  
b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources  
  
c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes  
Review of units projects  
  
d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments  
  
***Rationale:***  
Using tasty food as a metaphor for a goal and a recipe as an example of a plan to achieve a goal (make the food) promotes, supports and models creative thinking by relating an abstract concept to something very concrete - food. By having students reflect upon projects they have completed over the unit will help to bring the entire unit together so students can understand the purpose behind each assignment and realize that much thought, evaluation and planning contribute to goal setting.  
  
**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**  
a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity  
  
b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress  
  
c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources  
  
d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching  
Circle/triangle/square assessment, student, peer and teacher assessment and review of previous projects  
  
**Rationale:**  
By collecting the students Goal Setting handouts, on which students indicated areas they understand and areas they may still need help with, the teacher will use to review and base for further instruction during lesson 6. Students are provided time after each type of assessment (student, peer and teacher) to improve their work. This lesson also encourages students to review other project completed in this unit, this will allow for student's own reflection on their work.